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Volume XVII

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JUNIOR COLLEGE JOURNAL

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The Junior College and International Understanding

EDITORIAL

IN ALL generations men have found it "easier to die than to learn the multiplication table," but those who seek a lasting peace must learn much more than simple combinations of numbers. In this generation we must learn to know ourselves, that we may know our neighbors. Without this knowledge of ourselves, prejudice and bigotry distort our vision, so that our neighbor seems stranger than he is.

Possibly peace, like happiness, is not found for the searching but is won when least expected. As happiness comes to those who lose themselves in a great task or in simple services, so peace is won by those who meet their neighbor halfway, give him the benefit of a doubt, and expect as much of him. Some, be-

cause of fear, will hesitate to go halfway, but those who see great ends must take great risks, and those who take great risks somehow develop within themselves the qualities that lead to great attainment.

If any generation has had reason to be confused, it is the present generation. During a single lifetime, the world has been changed beyond the dreams of our forebears. These great changes inevitably have created confusion and uncertainty, and the conflicting claims of ideologies and the distortion of truth for selfish or ideological purposes have added to this confusion. The claim upon the mind of conflicting convictions is unbelievable until these claims are contrasted. Perhaps a few conflicting statements taken from magazines during the past summer will illustrate the dilemma of our time.

Headlines

France and Italy are starving.
France and Italy "Eat, Drink, and Make Dough."

EUGENE S. FARLEY is director of the Bucknell University Junior College, Pennsylvania, and vice-president of the American Association of Junior Colleges.

Claims

Russia is following a program of ruthless imperialism.

Russia is defending its borders against a third invasion and is endeavoring to prevent threats to its security through the turbulent, feudal states of the Balkans.

The United States will use its power to strengthen democracy, to support the U.N., and to establish security with justice throughout the world.

The United States is the most imperialistic of all nations. It has troops and marines in China, Korea, Manchuria, Germany, Italy, and Japan. It has seized the islands of the Pacific so that its Navy may dominate the Far East as it now dominates the Atlantic.

Universal conscription in the United States is essential to world peace. Unless the United States possesses great force, other nations will impose their will upon their neighbor and a new conflict will be inevitable.

Universal conscription jeopardizes democracy and freedom in the United States and the world. It places power in the hands of a military group, untrained in the ways of democracy, but committed to the persuasion of force. It threatens peace by creating fear in other nations. It is copied from our enemies.

Labor jeopardizes our recovery and threatens our economic structure. Labor defends our democracy and our

people. It checks the selfishness of soulless corporations.

Day by day, the radio and the press report conflicting claims. Unless people are alert, informed, and possessed of sound judgment, they will be misled or confused into inaction.

During this period of tremendous change the junior-college movement was born. Junior colleges were created to assist people in their efforts to maintain American ideals of democracy, liberty, and justice in the midst of a changing technical society. Like the times, they are in transition, and, because of their unique position in American education, their program is flexible. Because of their character they can cultivate understanding within the nation and between nations. The students in junior colleges are sufficiently mature to evaluate conflicting claims, and they should be trained in techniques that will enable them to distinguish between truth, half-truth, and falsehood. While they develop technical skills, they must also interpret the social significance of technical developments. Junior colleges, to meet the challenge of our day, must encourage students to know themselves, that they may come to know their neighbor and their world.

EUGENE S. FARLEY

Responsibilities of the Junior College in an Extended Program of Education

LAWRENCE L. BETHEL

THE junior college, relatively speaking, is the infant member of the educational family. Last year the American Association of Junior Colleges celebrated its twenty-fifth anniversary, actually a mere babe when compared with the elementary school, the secondary school, and the senior college. Yet today there are about 600 junior colleges in America, registering in 1945 approximately a third of the nation's students in higher education.

From the developments which are being contemplated in the various states it appears that the junior-college movement is at the beginning of a sharp upward trend in terms of number of institutions. The American Association of Junior Colleges last year developed a plan for substantial expansion of its activities, including a rather

elaborate research program, and established a research and editorial office at the University of Chicago in addition to its headquarters office in Washington.

This expansion of the junior-college movement is not limited to the United States but has spread to other nations, notably Canada and England. In England such colleges are known as "county colleges" or "people's colleges," and they have been established for the express purpose of offering higher education to a larger number of people. Under the Education Act of 1944 approximately a million and a half young persons between the ages of fifteen and eighteen will be required to attend the new county colleges. The educational aim is (1) to help young people to live a healthy life, (2) to develop their knowledge and understanding, and (3) to develop character and a balanced outlook on life.¹

What is to be expected of this expanding junior-college movement? Will the junior college become a small senior college, as the senior

¹ Information taken from the "Bulletin of the British Information Services" (IDH652, February, 1946).

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colleges become larger through the increased demand from larger numbers of students? Or will the junior college seek to fulfil unique functions of its own? Junior colleges all over the country are now struggling with this problem, as high-school graduates within their communities are unable to obtain admission to the "big-name" senior institutions of their choice. There seems to be no universal answer.

In those communities which are somewhat isolated from the opportunities offered by the large urban universities and in which there are large numbers of high-school graduates who, for financial or other reasons, find it impractical to seek admission to senior-college campuses away from home, it may be appropriate for the community colleges to become senior institutions. For the larger number of junior colleges, however, this development apparently is not the most useful one. These institutions have unique functions to serve. I will enumerate these functions, as I see them, and then say something about the way in which they are being served now and about the implications for more extensive service in the future. The functions are: (1) an extension of education to meet added requirements of life and work; (2) preparation for further college study—the transfer function; (3) continuing education—opportunity for part-time education, as the need and interest arises.

Extension of Education

Let us consider each of these three functions. In my effort to explore the interests of a returned serviceman a few weeks ago, I asked why he did not return to his previous job in industry, the position of assistant traffic manager, instead of seeking to enter college, since he had indicated that his objective was to prepare to be a traffic manager. "Mr. Bethel," he said, "you people who have remained in civilian life during the war apparently do not realize that industry has changed." Then he went on to relate for me the increased requirements of a traffic manager now as contrasted with the requirements before the war.

Recognizing these increased requirements, one of our co-operating companies in Connecticut is now at work constructing a more elaborate and intelligible promotion policy. Instrumental to the formation of this promotion policy, they are making a careful study of the educational requirements of jobs. For example, all the office jobs for women in the organization are charted in proper sequence so that a girl may see her opportunities for advancement within the company. Furthermore, the educational requirements for each job are enumerated. This chart tells the girl: "These are the minimum educational requirements which you must possess when you come to the company if you hope ultimately to ad-

vance to this job, or you must take advantage of opportunity to achieve these educational requirements through part-time study after business hours." In addition, the explanation of the promotion policy will state that any employee who wishes to be considered for a supervisory position must pursue part-time education both within and outside the company. The company is also making provision for financial assistance to all qualified persons who wish to pursue part-time education out of hours, thereby removing any financial barriers. These are only illustrations of increased requirements of industry, but they signify that there must be opportunity for education for larger numbers beyond the high school.

There are also educational requirements resulting from the improved standard of living. It appears that a large proportion of the population will have both time and money for a much higher living standard than has ever before been realized in any country of the world, but one factor which many may not possess is the ability to enjoy it. A girl employee of a utilities company came to register at the New Haven YMCA College last fall. "I have just returned from my vacation," she said, "and, as has been the case during each of my vacations of the past three years, I have realized that I do not possess the breadth of knowledge and understanding enjoyed by my

friends and associates. This year I am determined to do something about it." Employers, too, are recognizing the need for greater breadth of education. A personnel vice-president of a large company in Connecticut said recently that the biggest contribution that a college can make to his company is to give to their present and future employees a better understanding and appreciation of living. This, he said, is their employees' greatest need.

You may ask why providing this understanding is a unique purpose of the junior college since it might be considered a worthy purpose of any college. The reason is that the opportunity for extension of education must be made available to many more persons than can be housed in the senior colleges of the nation and to persons who cannot remove themselves from their homes to a college campus. In fact, many of them wish to take advantage of opportunities for extended education while carrying a part-time or full-time job. Therefore this function of providing extended education for larger numbers seems, of necessity, to be a function of the community and hence, in most instances, a function of a community junior college.

Preparation for Further College Study

The second function of a junior college is preparation for further college study. The senior colleges

will probably be called on to make the decision regarding the extent of expansion in this function. Actually, the original purpose of the junior college was to offer the first two years of college work, and in many colleges this is still the primary function. The reasons which have been cited for making it possible for students to take their first two years of college in a junior college are rather well known. Now many of the senior colleges are finding that their facilities are bursting at the seams with increased numbers of applicants. Furthermore, these colleges are obligated to the many returned servicemen who were registered at the college prior to the war and who wish to continue their education. As a result, a larger portion of the facilities of the institution, including both physical facilities and faculty, must be devoted to the work of the Junior and the Senior years. Consequently, these senior colleges have two alternatives for the Freshman and Sophomore years. Either they may expand their staff and physical facilities in order to admit the same number of Freshmen as in previous years, or they may place greater dependency on accepting transfer students at the end of the Sophomore year. Two senior institutions in Connecticut have announced the adoption of the second alternative, saying that they must necessarily shift a large portion of their responsibility for the Freshman and

Sophomore years to the junior colleges and devote much more of their time to the upper and graduate divisions. These institutions feel that they should not expand their numbers unduly lest they become susceptible to the weaknesses inherent in mass educational procedures. An example of a practical plan of co-operation is the arrangement that has been worked out between Stockton Junior College and the College of the Pacific. Stockton Junior College, organized as a public community junior college, has taken over the entire function of the lower division of the College of the Pacific, a private institution, and of course performs other junior-college functions as well. This is a case of division of responsibility and perhaps represents a rather unusual and extreme solution. Nevertheless, it is reported to be working very effectively, to the advantage of all concerned.²

Opportunity for Continuing Education

The third function of the junior college is to provide opportunity for continuing education. In the community junior college in New Haven 20-25 per cent of the students each year are college graduates. The industries of southern Connecticut have urged us to pro-

² Kathleen Larsen Seagraves, "Stockton's Junior-Senior College Partnership," *Junior College Journal*, XVI (December, 1945), 177-78.

vide opportunity for the continuation of education, at least on a part-time basis, as an aid to their recruitment of capable young men and women. These companies contend that, unless such opportunities are available, they cannot compete with companies located in Boston, New York, and Philadelphia, where these opportunities do exist. When we organized extended education in aeronautical engineering, the Chance Vought Aircraft Company, a division of United Aircraft, found that this course was their best selling-point in recruiting graduates just out of college.

We might well ask: Why do people return to college for further study after graduation? First, they return because of a change in vocational objective, as in the case of the engineer who is asked to take over the responsibilities of an office manager and finds that he needs further specialized preparation to perform the new responsibilities; of the liberal arts graduate who later in life is placed in a position of treasurer or assistant treasurer of a company; of the customer-service representative of a utilities company, frequently either an engineer or a liberal arts graduate, who finds that he must obtain additional preparation in sales and management. Perhaps the most prevalent reason for seeking further education is the recognition of the need for special studies in personnel supervision. As men and women reach

higher levels in their vocation and become responsible for the supervision of others, they recognize the necessity for special competence and study in the field of human relations.

Another factor that impels people to return to college results from new technological developments: plastics, electronics, methods engineering, safety engineering, emphasis on industrial hygiene, management-labor relations, and many other subjects represent new emphases and new developments. At times we, a community junior college, find classes made up almost entirely of persons who possess Masters' and even Doctors' degrees.

Students also seek extended education because of the desire to re-explore subject matter after the functional need is realized through experience. During the war the president of the society of metals in New Haven came to us, asking if he might register in our elementary course in metallurgy. We thought he was "kidding" until he assured us that he was sincere in wanting to re-explore the subject matter of metallurgy, which, because of lack of experience, he was unable to appreciate in his undergraduate days.

Another reason for returning to college is the urge for mental stimulation. Many of us are prone to become mentally lazy unless artificially stimulated in one way or another. Some of us receive that stimulation from our work. There

are many, however, who must seek some kind of group educational activity where a schedule is established and the stimulation is provided in an organized way. Many persons are turning to the community junior college for this stimulation.

The scope of this function of continuing education is rather startling. In 1941 Sacramento Junior College registered about fourteen thousand students. Of this number, three thousand were the traditional full-time day students. The other eleven thousand were irregular students, some working three or more hours a day on a job, some carrying a full job and perhaps carrying only one subject at the college, and a great majority seeking continuing education for one or more of the reasons enumerated. Modesto Junior College in California states that in one year it registered more than one-third of the total adult population of the community.

Of what significance is this third function to the senior college? In what way, if any, may it aid the senior college in curriculum planning? Planning committees of senior colleges have been struggling with the problem of providing both breadth and depth of preparation in the four undergraduate years. Cornell University and, I believe, some other institutions have found it necessary in their schools of engineering to go to five years instead of four in order to provide minimum

essentials in general studies, on the one hand, and greater depth of specialization in engineering, on the other. As our living becomes more complicated, the demands for breadth and depth continue to increase.

Many persons have suggested that much of one's education might well be delayed until it can become functional in the life of the individual. Perhaps it is just as well, for example, that specialized studies in personnel supervision for the engineer be delayed for five or more years after graduation from college, until he approaches the period when he will be called upon to use this specialized knowledge. To cite another example, perhaps it would be more appropriate for studies in child psychology to be delayed until individuals approach the period of parenthood. How often many of us say, "If I could only do over now what I did not do well in college!" The suggestion is made that colleges not attempt to do all things for the individual within the span of his undergraduate days.

The principal problem in the delay or postponement of certain phases of education is to make provision which will assure that the opportunity will be made available when it is needed. The responsibility for providing this assurance is squarely on the shoulders of the junior college. It is gratifying that this responsibility is being acknowledged by rapidly increasing num-

bers of junior colleges. A recent survey in Connecticut showed that opportunity for continuing post-secondary education was available within a ten-mile radius of every home in Connecticut. Of course Connecticut is a small and heavily populated state, and the problem in the larger and more rural states is much more complicated. Regional or area junior colleges seem to be one answer to this problem in the rural areas.

Types of Junior Colleges

All junior colleges do not perform all three functions which have been listed. There are essentially two types of junior colleges. One might be called the "special" junior college, which selects, by its own choosing, types of programs that it will offer. Frequently it chooses to specialize in a few specific fields. The country is fortunate in having these special junior colleges because from them spring many of our most significant developments. Because of their specialization, they are able to concentrate their efforts and consequently develop new and improved methods that may be adopted by other institutions.

The second type of junior college is known as the "community" junior college. This institution stands ready to offer any and all programs of a collegiate level needed and desired by the community. Usually

institutions of this type will serve all three functions which have been listed in this paper. These institutions may be either public or private, or in many instances semi-public (that is, they are using both public and private funds).

Summary

Three unique functions of the junior college have been enumerated, and interpretation has been made of the trend in the further development of these functions in an expanding program of education at all levels. First, there seems to be a general trend toward the extension of education for larger numbers of students through one, two, or three years beyond high school for the realization of a fuller and richer life. Second, it seems possible that the senior college may place more dependence on the junior college for the Freshman and Sophomore years. Thus the senior college will be enabled to devote more attention to the upper and graduate divisions. Third, all of society may reasonably place more dependence upon its various educational agencies, particularly the community junior college, in providing for the continuation of education if and when the need arises in the life of the individual. Although the junior college is the youngster in the educational family, it has a man-sized job.

Certain Junior-College Curriculum Problems

JAMES W. REYNOLDS

THE Research Office of the American Association of Junior Colleges circulated in May, 1946, an extensive questionnaire to the junior colleges of the country. The schedule was compiled from suggestions made by each of the five Research and Service Committees of the Association. The major purpose in circulating the schedule was to determine significant problems to be investigated by the committees. The outcomes of this poll were reported by Leonard V. Koos in the October issue of the *Junior College Journal* under the caption, "Research Preferred for Junior Colleges." However, one of the five committees, the Committee on Curriculum and Adult Education, included in its section of the schedule certain inquiries beyond those concerned strictly with preferences for types of research. Results of these supplementary inquiries are reported in this article.

An analysis of the questionnaire

JAMES W. REYNOLDS, professor of education at George Peabody College for Teachers, prepared this report for the Committee on Curriculum and Adult Education.

returns drawn upon in this article discloses evidence bearing on four problems familiar to students of the junior college. These problems concern (1) the proportion of general and vocational education in terminal curriculums, (2) the length in semesters of terminal curriculums, (3) the nature of terminal curriculums which junior colleges contemplate adding to their offerings, and (4) the provision of facilities for adult education by junior colleges. While the validity of the evidence disclosed is materially limited, owing to such factors as the absence of universally acceptable definitions of general and of vocational education and to the question of the representativeness of the institutions replying, nevertheless, the data indicate points for further study. In line with these limitations, evidence concerning each of the four problems is summarized in tabular form and is followed by a list of questions, based on the tabulation, which need further study.

Proportions of General and Vocational Education

Responses to the questions dealing with the extent of general and vocational education in the termi-

nal curriculums reported are summarized in Table 1. The curriculum classifications used in this table are taken from those employed by Max Schiferl in chapter v, "Terminal Curricula and Enrolments," of Eells's monograph¹ prepared for the Commission on Junior College Terminal Education. In regard to

vocational in nature, why do the schools reporting assign approximately one-fourth of the general cultural curriculum to vocational education?

2. Does the general-education need of the individual as a citizen vary with the type of occupation which he plans to enter? Such a

TABLE 1.—PERCENTAGE DISTRIBUTION OF GENERAL AND VOCATIONAL EDUCATION IN TERMINAL CURRICULUMS

Curriculum	Number of Courses Reported	Mean Percentage of Courses	
		General Education	Vocational Education
General cultural	52	76.0	24.0
Public service	46	59.0	41.0
Home economics	32	52.0	48.0
Journalism	14	50.7	49.3
Fine arts	46	47.8	52.2
Health service	25	43.2	56.8
Agriculture	17	38.2	61.8
Business	255	37.8	62.2
Engineering and technology	101	30.8	69.2
Miscellaneous	6*	21.7	78.3
All courses	594	47.8	52.2

* Cosmetology, 5 courses; barbering, 1 course.

the relative frequency of courses in the ten curriculum classifications reported, there is a close parallel between Table 1 in this report and Table VIII in the monograph by Eells.

The data in Table 1 suggest that the following questions need further study.

1. If general education is non-

variation is implied by the disparity in the percentage distributions of general and vocational education for the several classifications.

3. Since general education consists of many aspects (health, communication, citizenship, family-marital relations, etc.), may not the student receive a distorted general education even though the percentage of his junior-college experiences classified as general education is comparatively high? In other words, is there not an excellent chance that students in the business

¹ Walter Crosby Eells, *Present Status of Junior College Terminal Education*, pp. 47-70. Prepared for the Commission on Junior College Terminal Education. Terminal Education Monograph No. 2. Washington: American Association of Junior Colleges, 1941.

curriculum, especially those in secretarial science, may receive a wealth of general education in the area of communications but a deficient amount in other areas; students in health-service curriculums a satisfactory amount in the area of health but a deficient education in others; students in home economics an ample amount in the area of family-marital relations, but an insufficient amount in other areas?

4. How much of the general-education and vocational-education experiences included in the percentage distribution of the terminal curriculums represent duplication of experiences previously had in high school?

5. It will be noted that the sum of the mean percentages for general and vocational education in each of the curriculums is 100. The reason is that, in assigning a percentage to each curriculum, respondents used figures the sum of which is invariably 100. This practice leaves the impression that all strictly non-vocational courses were considered to be general education. Undoubtedly, some nonvocational courses so included were organized for the primary purpose of providing the individual with competencies which would enable him to do advanced work in a subject-matter field. The question needing further study, then, is whether courses preliminary to advanced study in a subject-

matter field may properly be classified as general education.

Length of Terminal Curriculums

The data summarized in Table 2 indicate clearly the predominance

TABLE 2.—DISTRIBUTION OF TERMINAL CURRICULUMS ACCORDING TO LENGTH IN NUMBER OF SEMESTERS OF SCHOOL YEAR

Number of Semesters	Number of Courses	Percentage of Courses
0.5-1.5	15	1.9
2.0	72	9.0
2.5-3.5	23	2.9
4.0	652	81.9
4.5-5.5	1	0.1
6.0	8	1.0
6.5-7.5 .....	.....	.....
8.0	25	3.2
Total	796*	100.0

* The disparity between the total number of cases reported in Table 1 and Table 2 is occasioned by the fact that many respondents supplied information concerning the length of the curriculums who failed to indicate the distribution between general and vocational education.

of the two-year curriculum, which includes over four-fifths of those reported. Certain questions for further study again arise.

1. Do curriculum makers in junior colleges start their work with a time span to be filled and then pile up courses to fill this period? Or is some other technique employed?

2. Do the curriculums of less than two years in length (13.8 per cent of the total number) indicate permanence of the war-born trend to provide "speed-up" or short-term courses?

3. Does any advantage accrue to

the individual who devotes four years to a terminal curriculum over the individual who spends only one year in the same curriculum? If

terminal-occupational curriculums which institutions contemplated offering during the school year 1946-47. Data provided in response to this

TABLE 3.—NEW TERMINAL-OCCUPATIONAL CURRICULUMS PLANNED BY JUNIOR COLLEGES FOR SCHOOL YEAR 1946-47

Curriculum	Number of Curriculums Planned by Private Junior Colleges		Number of Curriculums Planned by Public Junior Colleges		Total
	Small*	Large	Small	Large	
Business	6	3	8	4	21
Engineering and technology	1	6	16	32	55
Fine arts	2	.....	.....	3	5
Public service .....	.....	.....	1	1	2
Home economics .....	.....	.....	.....	1	1
Journalism .....	.....	.....	.....	1	1
Agriculture .....	.....	.....	2	4	6
Health service .....	.....	.....	2	.....	2
Total	9	9	29	46	93
Average per junior college	1.29	1.80	1.81	3.29	2.21

* Colleges with enrolments of 300 or less are classified as small; those with 301 or over, as large.

TABLE 4.—PERCENTAGE DISTRIBUTION OF JUNIOR COLLEGES PLANNING TO ADD TERMINAL-OCCUPATIONAL CURRICULUMS DURING SCHOOL YEAR 1946-47

Type of Junior College	Number of Colleges Replying	Colleges Planning New Curriculums	
		Number	Per Cent
Private:			
Small	57	7	12.3
Large	19	5	26.3
Total	76	12	15.8
Public:			
Small	70	16	22.9
Large	40	14	35.0
Total	110	30	27.3

there is an advantage, of what does it consist?

New Terminal Curriculums

One part of the schedule sought information concerning new termi-

question are summarized in Tables 3 and 4. Questions suggested by these data include the following.

1. Does the smaller number of courses offered in the business curriculum, when compared with the

popularity of this field as reported in Table 1, indicate that a point of saturation is being reached in the offering of new courses?

2. Does the paucity of new offerings in all fields except business and engineering and technology indicate that there is little need for additional courses in the other fields?

3. If this is not the case, does

summarized in Table 5. Questions arising from this tabulation include the following.

1. The junior college is a community institution, many of its friends proclaim. Does not the existence of adult-education programs in only a little over one-fifth of the institutions reporting raise a question as to the validity of this claim?

TABLE 5.—JUNIOR COLLEGES OFFERING ADULT-EDUCATION PROGRAMS

Type of Junior College	Number of Colleges Replying	Colleges Offering Programs	
		Number	Per Cent
Private:			
Small	57	8	14.0
Large	19	5	26.3
Total	76.	13	17.1
Public:			
Small	70	12	17.1
Large	40	15	37.5
Total	110	27	24.6
Private and public	186	40	21.5

the situation reflect unfavorably on the work of guidance counselors whose efforts in vocational guidance affect, in theory at least, the demand for courses?

4. Does the public junior college have an advantage over the private college in the matter of offering new terminal-occupational courses?

Programs of Adult Education

The data indicating the offering of adult-education programs are

2. What factors account for the fact that the percentages of adult-education programs are lower in private than in public junior colleges?

3. Does the lower percentage of adult-education programs in small junior colleges indicate that the factor of size is significant in planning adult-education offerings? Or does it mean that the smaller institutions have been less vigorous in providing this service?

What Do Veterans Want from School?

MILDRED B. BARNARD

Security in an Uncertain and Unstable World

VETERANS, as much as any other group of people in the world, want security. They feel that the best and surest way to find this security is to go to school—to get what an education can give them. In that long-anticipated civilian life they find that world standards have changed.

As growing children, they learned to depend on a job when they wanted to work, ice cream at the corner drugstore, stable prices for available commodities, markets for local products, some degree of economic and political stability. Upon return to the United States after months or years away, they find the future unpredictable at home and abroad, they discover animosity and mistrust when they thought they had helped to build human respect and affection. They are shocked to find that local, national, and world politics have taken a nose dive while they were changing from tall, gangling adolescents to pensive men with the carriage of

determination and the eye of experience. They find themselves talking in terms of world concepts to people who rarely read the news or listen to a radio program more serious than Red Ryder. They plan to spend their savings on that "convertible" which they always wanted, only to find that material shortages and labor strikes have curtailed production. Buying civilian clothes is more disheartening than some of their campaigns. They bump their heads a few times against the labor market and comprehend the unpredictability of the future. They lose confidence in their ability to live the lives of which they dreamed before the war or during lonesome hours in fox holes in New Guinea. It is then that they decide that they will take advantage of that G.I. money and go to school. They will become well-trained specialists. They will have something to sell for which there will always be a market.

Service experience gave the veteran an appreciation for specific training. He had an opportunity to see that, once a man was specifically trained, real achievement frequently brought awards and recognition. He was in a position to discover the real value of mental

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training and achievement as well as skill training. He saw the assurance of the trained man and its results. Whereas the non-veteran may view education as something nebulous, handed to him by well-meaning parents or advisers, may give lip service to "training for a career," the ex-serviceman is often in a position to know what he wants to be and why he chose that career or vocation, and he is ready to "get on with the business." If he does not know, he is at least aware that there are tests and literature which can help him make up his mind. Schools are obligated and privileged to make these advantages available.

The serviceman grew accustomed to regularity, routine, schedules, dead lines, high standards, frequent inspections. After the first few weeks of relief and abandon, he is ready for campus life with its schedules, its dead lines, its standards. The initial shock of going back to school needs to be softened for the veteran. Of an approximate five hundred interviewees, the writer has heard at least nine-tenths of them say, in essence, "But I've forgotten everything I ever knew! I'll disgrace myself in school." This conviction in the "blacking-out" of past learning seems a characteristic reaction. Whether conscious or unconscious, whether a result of shock or of mental fatigue or of necessary regimented thinking, that unforgettable amnesic forgetting and the accompanying fear of appearing un-

like other students is very real with most veterans. The veteran needs and hopes to start *where he is* and to advance at his own rate of speed toward the goal of his choice. He needs much review. After a time, when he has his feet on the ground, he desires nothing so much as to become identified with the group and to progress with the others in regular classes. The feeling of *belonging*, of success, and of building for a dependable future are among his most immediate needs. He wants security in an uncertain and unstable world.

Streamlined, Vital Teaching by Broad-minded Instructors

The serviceman has seen, and many of them have experienced, "speed-up" courses. This instruction gave adequate training to fit men for assignments in highly specialized branches. This was done in weeks rather than months or years. He knows that in four months men have learned to speak Chinese with some proficiency. He has seen civil engineers turned out in three years. He has seen that pertinent instruction can be streamlined and made functional.

The veteran, therefore, is not likely to be satisfied with classes planned along traditional lines, with content drawn entirely out of the past and presented by unprogressive instructors. The veteran wants English, literature, history, languages, and mathematics, but he

wants salient points covered in a logical manner and he wants the material to be functional. The man who recently dealt with radar, with electronics, with gliders, or with atom bombs will admire the teacher who is able to draw parallels—to tie up the Dark Ages with the serviceman's experiences—and who has developed his subject matter to embrace the modern age.

The veteran has respect for mental attainment, but he needs to know *why* it is important. As a means of evaluating his educational level, the serviceman responds to such measures as the General Educational Development Tests designed by the United States Armed Forces Institute and copyrighted by the American Council on Education. These tests, designed to measure the extent of all past experiences, usually prove that those three or four years in the service were not lost.

The veteran reacts well to the increasingly popular courses in which two semesters of high-school subject matter are adapted to college level and given in one semester. He likes the changing concept with regard to the teaching of Latin. If he plans to major in medicine, in law, or in pharmacy, can the necessary amount of Latin be streamlined and presented in concentrated form? Some leading institutions believe that it can. The veteran likes the idea, not because he wishes to secure a haphazard education, but

rather because he feels that he has lost much valuable time. The falderal may be left for children or for leisure time. Dogmatic, pompous, and dull instruction is difficult for the veteran to accept graciously or to justify in the American system of education. He came back to school expecting streamlined, effectual, vital instruction provided by broad-minded teachers. It should be made available.

Interested and Humanized Counseling

Counseling, fast becoming the most integral part of a veteran's educational program, deserves the consideration and most critical judgment of school officials. Since actual training for counseling veterans must be received on the job, the person selected for this work should be chosen for his personal attributes, for certain intangible qualities which make him approachable, warmhearted, properly sympathetic, and interested without giving the impression of prying or preaching. The veteran wishes to complete his chosen curriculum in the shortest feasible time without sacrificing quality. He has had his thinking regimented for him to a certain extent, and now he needs help and guidance. He wants interested, humanized counseling, devoid of sentimental slush or manifest sympathy. He feels at home with a counselor who knows and uses "G.I. lingo," who knows Form

553 from Form 100, who has the pertinent information at his fingertips, who can listen as well as suggest, who has a sense of humor.

The veteran wants to plot a course for longer than this week or this semester. Counseling about vocations (I prefer this expression to the blanket term "vocational counseling," used for so many years) requires that the counselor be ever on the alert for off-the-press information. The veteran would like the information about himself which can be obtained from tests such as the Kuder Preference Record, the Vocational Interest Blank by Strong, and particular aptitude tests, supplemented by really up-to-date information about particular vocations. He wants to know, if he is not already sure, what his preferred vocation involves, its prerequisites, the period of training required, the probable remuneration, prospects for the future, and such valuable information as is given in the "Occupational Briefs" prepared by Science Research Associates, Chicago 4, Illinois.

Once his life profession is chosen, the veteran wants to plan his immediate schedule, his schedule for next semester, and often a tentative program for the following year—another evidence of the need for security. Recently a twenty-five-year-old veteran came to this office for an interview. He has his Associate in Arts degree plus an additional semester in junior college. He had

served as a B-24 pilot, a veteran of the Ploesti missions, and was a captain at the time of separation from the service. Until he was given some assignments as instructor in the service, he did not know what he wanted to do. In college he had taken some courses in agriculture, some journalism, and some engineering. After experiencing the thrill, the challenge, and the satisfaction which comes from teaching, he had decided to become a coach, with an academic major. He stated that his ignorance on this point was one reason why he had never pulled his work together. He did not know and hated to ask. After consideration of three possibilities, he decided that a psychology major offered the most interest and made the best use of previously earned credit. After planning a two-semester tentative schedule, he looked up, smiled, closed the catalogue of his chosen school, and said, "Now that I know how to use this catalogue, I can plan on my own after this. Thanks so much!"

Another need for interested, humanized counseling becomes evident as the veteran casts about for a substitute for his identity with the uniform, with the bigness of the service, with the spirit of the common cause. During his first months at school he expresses this need in criticism of what he calls "a lack of school spirit." It is this very lack that brings many men back into the service. "Civilian life is rugged—

and it is lonesome," is not an uncommon remark. Counselors, school officials, and interested community organizations need to plan something for that interim. There is probably nothing in civilian life which approximates such identity, but discerning counselors will try to help find suitable substitutes.

Counselors are placed in rather a difficult position when veterans express lack of confidence in the government. While they were in the service, the government paid them in full and on time, except in exceptional cases understood by the men. They received their mail promptly, within reason. They learned to take these things for granted. But when the veteran becomes a civilian, the government seems to change identity. The veteran doubts that his subsistence allotment will come through, that his pension will continue, that he can borrow money for a home, that his school expenses will be paid. The unfortunate, yet apparently unavoidable, delay in receipt of Certificates of Eligibility and Entitlement and of checks has aggravated the situation. Veterans need a buffer to help alleviate delays, to give encouragement during the long delays, and probably to help find part-time jobs.

Interested, humanized counseling which plans regular conferences and which follows progress reports from instructors brings enthusiastic expressions of gratitude from vet-

erans. They like to know "how they're doing"—another evidence of the need for security. Counselors must be free from teaching responsibilities and available for personal counseling. If a man comes in to ask whether he should quit school and go to work because his wife is expecting a baby, he may need only to be reminded that the long-range view should be considered and he finds the answer himself. If his love affair or his marriage is "going on the rocks," he may need someone to talk with. We often forget that adults with personal problems need consultation as badly as do first-grade children with their problems of adjustment. Counselors need to see past the stated problem to the real problem and to open up the way of understanding to the person needing help. Veterans are individuals who want interested, humanized counseling.

Orientation to Civilian Life

"Orientation" by some other name would, no doubt, smell sweeter to a veteran. The writer has cast about for months to find a substitute. "Adjustment" and "integration" have been rejected because of their overuse in educational circles. "Orientation" it seems to remain for the present.

If the first three needs discussed are supplied in the case of the veteran, orientation to civilian life will probably take care of itself. In some cases, serious consideration and

plans will be needed early in the school experience. Orientation to service life was made easier by the operation of group psychology. Youth is easily molded, inducted, indoctrinated, and trained in groups. The armed services supplied orientation by giving as much knowledge of the situation as possible. Successful schools, too, should give as much information about the campus, including rules (most veterans have a deep respect for rules), procedures, activities, location of classrooms, libraries, gymnasiums, and so on; should make known pertinent facts about the town and the surrounding area; should provide information about the state of affairs of the nation as well as about legislation for veterans. Orientation to civilian life is an *individual* experience and is sometimes more difficult than was orientation to the service. Everything possible must be done to restore the veteran's ego and his confidence in his experiences and present status.

The presence of a large percentage of veteran enrolment in a school may cause a re-evaluation of the campus social life. If it is planned to give substantial aid to the vet-

eran's orientation to civilian life, it may well need to be of a somewhat different nature from what it is now. "Rag Days," picnics, and other so-called "kid-stuff" which interrupts classes are generally frowned upon by veterans as a waste of time. College girls are somewhat indignant to hear that the more mature, experienced, and serious-minded veterans sometimes find them too frivolous. Faculty and student social committees may find it advisable to solicit suggestions from veterans of the various age ranges. Lest these statements be misunderstood, let me add that I would be the first to object to the elimination of social activities. These men certainly must learn to play again. Most of them are eager to do so, but the play must be on an adult plane. Such a change may also be of some benefit to the non-veteran student.

Security in an uncertain and unstable world; streamlined, effectual, vital teaching by broad-minded instructors; interested and humanized counseling; and orientation to civilian life embrace the fundamentals of what the veteran wants from school. He is entitled to them all.

The Place of Selective Social Clubs in the Junior College

CATHERINE J. ROBBINS

HERE is need to review the place of selective social clubs in junior-college life and to consider the extent to which these organizations can be used in group guidance and extra-curriculum activities. The social group is a need of later adolescence, and, in places where this want is not met, groups grow up outside the jurisdiction of the schools. At the junior-college age, youth are turning from many friendships to small cliques, through which they try to win prestige with fellow-students.

From the time of the medieval universities, students have organized for social purposes of one kind or another. In the early European universities, the itinerant students banded together to protect themselves against the townspeople and to see that the professors gave them their money's worth of lectures in exchange for fees. The group life of the colleges has always been one of the most important features of the educational program at Oxford and Cambridge. In many communi-

ties today, clubs of students of secondary-school age have existed for years before junior colleges were organized.

Such clubs might well take an important position among campus and civic organizations if a program of club service were to replace the usual overemphasis on social life and the flaunting of club membership through excess publicity. Cowley and Waller¹ say that we have neglected the social club as one of the greatest devices for education and guidance. At an interfraternity conference, President Coffman of the University of Minnesota declared that these groups need to forget the adolescent antics of "hell week" and become conscious of their opportunities and responsibilities.²

The areas for activity and concern are guidance and scholarship, pledge training, alumni guidance, relations to the college in its aca-

¹ W. H. Cowley and Willard Waller, "A Study of Student Life," *Journal of Higher Education*, VI (March, 1935), 132-42.

² Otis C. McCreery and George Fox Mott, "Seeing Fraternities in a Larger Frame," *Journal of Higher Education*, IX (June, 1938), 331-34.

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demic and extra-curriculum aspects and to the home and community, inculcation of a philosophy of life, and faculty-student relations.

Studies made by Eurich at the University of Maine show that the fraternity does not affect the scholarship of the average student, that the best students frequently do better work in the fraternity environment, but that poor students do better work *outside* the fraternity group.³ Most faculty members would agree that, if the scholarship rating of clubs could be improved, many problems connected with them would be solved. To this end, a variety of steps might be taken, such as the use of awards or penalties, application of scholarship regulations to members and pledges, appointment of club scholarship committees, limitation of meetings and of the pledging period, and co-operation with the scholarship societies in creating interest in good scholarship. Consideration should be given to the ways in which real thinking and intellectual interests might be encouraged. In some colleges, fraternities or sororities have made attempts in this direction by inviting speakers or holding discussion periods at regular meetings, by arranging faculty-student discussion groups, preparing reading lists for members, making excursions to

³ Alvin C. Eurich, "Relationship of Achievement between College Fraternity and Non-fraternity Groups," *School and Society*, XXVI (November 12, 1927), 624-30.

cultural institutions, or attending community forums or lectures.

The training of pledges and alumni guidance could do much to improve the standards of members and to raise the level of activities within groups. Clubs ought to take the lead in contributing to a better citizenship on the campus by providing opportunities for reflective thinking on character and citizenship and on the values that guide members in their relations with one another and with other persons on the campus. A constructive program of club service to the school, to the community, and to individual members is needed to offset the useless activities that take place during pledging. If club pledges were required to do something worth while in campus activities instead of "silly" stunts, there would be a great improvement in the extent of club participation in the extra-curriculum activities of the school. The most successful alumni guidance seems to come from alumni groups which organize as separate chapters rather than from individual alumni who attend the regular meetings of the clubs.

What can clubs do to promote greater interest and participation in student government? Not only through holding office but through active interest in student-body affairs they should try to support the activities of the student body. The relation of club members to members of non-selective clubs and to

independent students should be a matter of continuous concern and study. Much of the existing feeling against clubs would be alleviated if these social groups supported the activities of the Student Christian Association, the athletic programs for men and women, and the service and social programs of such groups as the Red Cross college units and Associated Men or Women Students. There is room for improvement in the relations of selective clubs with one another, especially during the rushing period.

The air of friendliness of the school, the time and space provided for social activities, and the available outlets for social desires determine the types of social organizations and the opportunities for association with peers. Students learn how to behave in social groups

through practice, and the school must provide ways of helping young men and women make friendships and become acceptable in the eyes of their fellow-students through training in dancing and social skills, dress, poise, etiquette, and leisure-time activities such as athletics. Since these groups will be with us, whether formally organized or informally gathered together, we ought to develop a philosophy concerning them and inculcate in the members a sense of the worth and responsibilities of such groups. A program of club education must begin with the school's philosophy of social life; with the building of faculty, student, and parent attitudes; and with the development of co-operation in the constructive use of these groups in the educational program.

Fostering Leadership in Junior- College Students

BARBARA GILL

AMONG faculties of forward-looking colleges, the question often arises: "How can we foster leadership qualities in our students?" This article offers the ideas on the subject formed by the writer while teaching physical education and acting as adviser to the Athletic Association of Briarcliff Junior College.

In the Athletic Association we work with a president, a girl from the Senior class, and a secretary-treasurer, a Freshman student. These officers, with a representative chosen from both classes for each of the competitive sports, form the Athletic Association Board which carries out the real work of the organization. In all, we work with about twenty-two girls each year, helping them to direct the activities of their particular sport and the general affairs of the Athletic Association.

In working with these students, I have found that two factors must

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be considered carefully. First, all possible abilities and interests which might increase a girl's leadership potentialities should be looked for. Second, the forces which work on the student, some to aid and some to hinder her development, must be recognized and fully understood. Each girl must be treated differently as the combination of potentialities and forces varies in each.

Some of the girls, when placed in office, are well poised and experienced in leadership, while others are shy, lack self-confidence, and are frightened because of their position. Most elected officers, however, fall somewhere between the two extremes. Since each girl is an individual, it is impossible to select one person and characterize her as typical. Nevertheless, the forces and motives which help or hinder the girls' advancement in leadership abilities are rather standard.

Factors Aiding Leadership

Six factors that favor the student in her development are suggested below.

1. She wants to free herself from

adult control and to assume positions of importance comparable to those of adults. In other words, she wants to grow up in her own and other peoples' eyes.

2. She wants glory and praise, as do we all.

3. She desires power—another human trait.

4. At this age she has an excess of energy, which should help her become a leader.

5. There are opportunities in a small college for many to be leaders—many groups, many activities, and many offices.

6. The faculty is especially conscious of the girls' needs and desires.

Factors Hindering Leadership

Some forces which hinder the students at this college in developing leadership qualities are described in the following paragraphs.

1. The tradition that men are the leaders. Some girls reveal this training more than others.

2. Many of these girls come from homes where their thinking has been done for them. Parental over-control of a girl is especially dangerous to an adolescent girl's personality. She either becomes too docile or turns to the other extreme of antagonism toward most persons who have any authority over her.

3. Some are mentally lazy.

4. At this age the girl desires to appear poised although she is really

frightened. She compensates sometimes in unpleasant ways.

5. Some in the past have held offices which were filled by asking the adviser, "What do you want me to do?" That method may be easiest for the adviser, but it does not help the student to develop. She must be made to stand on her own feet and must learn to have confidence in her own initiative and abilities.

6. Most important of all, it is hard for a Freshman to leave college in June as an unimportant first-year student and come back in three months as a "high and mighty" Senior, who has the glory of office-holding added to her new status. It is too broad a jump to be made easily. Some nice, willing, hard-working Freshmen turn into aggressive, defiant Seniors eager for special privileges. If the jump from Freshman to Senior offices were spread over four years, as it is in a four-year college, the problem would be much more easily solved.

What Can Be Done

There are a number of things that advisers can do to aid the girls in developing leadership ability. A few suggestions are given below.

1. We can first try to inspire in the new officer enthusiasm for the job. If she likes her job, she will want to do it well.

2. If the girl is shy, we can give her a feeling of self-confidence by

explaining carefully the purpose of the office and by outlining, step by step, what it entails, being careful not to outline the work in such a big, vague, indefinite way that she may fear the unknown. If she can be made to realize that others no better than she have done the job well, she will gain a feeling of her own comparative worth.

3. We must never deride the work done by her predecessors or by any other officers. Even just criticism, when uttered in the absence of the person criticized, will immediately lead the student to feel that she, too, may be the subject of our disfavor, even though in her presence we are always ready with words of praise.

4. We should praise her whenever we possibly can, but only when praise is honestly deserved. She can tell when it is not deserved, and, if it is awarded to her poorer efforts, she will realize that there is no need to try to do better work. The praise will carry no meaning, and she will be resentful and surprised when we suddenly criticize one of her poor pieces of work. When we do praise her, we must try to do so before as big an audience as possible, particularly an audience of her classmates; for it is with them that she wishes to hold a high position.

5. We can welcome any initiative and suggestions, and we should carry out the suggestions whenever possible so that she may feel that

she is really helping to make the organization better. Let her make the plans, and do not change them unless it is absolutely necessary. Help as little as possible if all is going well, but do not let things develop into a confused state just for the sake of continuing complete student control. Arrange to talk over the situation with the student leader and discuss the method that will make things work more smoothly in the future. Together, the adviser and the student can work out some solution.

6. If the officer is overconfident, we must emphasize the responsibility of her job and the fact that she must do the planning, the executing, and, in the end, bear the blame for mistakes or accept the credit if things run smoothly.

7. We must be impersonal so that the girls in office never appear to receive favors in their classes: The privileges which arise from the successful accomplishment of a responsible task will be her deserved wages. These can never be given to her by a teacher; they come from the student body.

8. We can see that the student enjoys her work and has a feeling of worthy accomplishment.

9. We must be friendly and keep an understanding manner at all times. This means, too, that the adviser must never lose her temper. To do so is an admission of failure in some part of the job. A person

cannot properly help others to carry out their responsibilities if she publicly admits failure with her own.

General Comments

The reader who expects to learn from this article an easy method by which a student can always be helped to become a leader may be disappointed. There can be no one answer to the problem. There are as many answers as there are students, and each answer is different, just as

each student varies from the next one. The answers can be learned only through common sense and understanding of students and conditions. Without doubt, the advisers should study adolescent psychology, read and listen to authorities on the subject of student guidance, but they should not for a moment lose sight of the importance of common sense and friendliness. These may help when all the theories in the world prove useless.

From the Executive Secretary's Desk

JESSE P. BOGUE

HERE we have the most exciting area of educational activity and one that holds great promise for the future." These words about the junior college were spoken by President Conant of Harvard University at Teachers College, Columbia University, in November, 1945. He was speaking on the subject, "Education beyond the High School."

The truth of Dr. Conant's statement becomes impressive to one who travels and studies the junior-college movement. Some people are greatly confused in attempting to get a clear picture of just what a junior college really is. They usually ask for a simple, clearly defined statement—but none can be given. One of the assets of the movement is its variety of expression. Let us hope that variety may always be a dominant characteristic of this field of education. Organization can easily develop into standardization, then regimentation, and finally fossilization. The history of education is filled with such wreckage. A great thinker brings forth some new idea of education. Then the organizers begin to define it and to set forth forms and patterns into which it must be molded. It becomes exclusive. New ideas are shut out. The

plan becomes a rigid type. The type refuses to change to meet an ever changing environment. At last, it finds its place in some educational museum!

Rosalind Russell in "Sister Kenny" makes a dramatic statement to the orthodox doctors. Because her methods do not fit into their systems, they refuse to admit that Sister Kenny has actually cured cases of infantile paralysis. She says, "Let us only hope that no system may become more important than the people." Here is a point well taken for post-high-school educators. Already there are teachers who are convinced that their one plan and pattern is the best, if not the only, solution to the problems of education in this part of the field. Any general admission of one plan and one only would be very unfortunate.

The junior-college movement fans out in public and in private institutions. From time to time attempts have been made in America to eliminate privately controlled education by compelling all children to attend public schools. Such attempts, enacted into laws, have been declared unconstitutional, because the child is not the creature

of the state. Other attempts have been made to handicap private nonprofit educational enterprises by placing them under public taxation. Lengthy litigations have been carried on in some states, but the courts, by and large, have sustained the right of nonprofit institutions to tax exemption on the ground of the general welfare and the freedom of people in this nation to order and develop their lives along lines divergent to, but not in conflict with, state patterns.

To insure the public welfare, the charters for private junior colleges granted by the several states should be based on minimum standards of efficiency. Beyond this point, inspections should be made to guarantee to the public that worthy objectives are being attained. Within this broad framework, however, private schools should be free to experiment and to enrich their programs of study to meet the peculiar cultural and spiritual needs of their constituents. Private institutions have, in this respect, a profound obligation to exercise intelligent freedom in spearheading educational movements not always so easily undertaken by public schools.

Post-high-school public education is developing in different patterns in different states. California, where the Executive Secretary's Desk is temporarily located at this writing, has forged ahead. The people of this state get things done or "know the reason why." A bare

statement of their accomplishments would fill a book. Just now the voters have approved a constitutional amendment setting \$2,400 a year as the minimum salary for a teacher in the state. State aid for junior colleges will be increased from \$90 per student in average daily attendance to \$120. There are more than 65 public junior colleges, and new ones are being organized. However, there are, in the California plan, defects which are well recognized by the leaders. It has been pointed out that the state has not been zoned to insure proper distribution of the colleges. It has been called "a collection and not a system of junior colleges." Other states, now in the midst of surveys, may profit by taking recognition of this fact. The program of each junior college, however, may be developed with reference to the needs of local constituencies, not on a set pattern determined by a state board. This is strikingly true of terminal courses of study.

Perhaps the state which is leading just now in a system for proper distribution of junior colleges is Mississippi. The state has been divided into thirteen zones. Junior colleges are now located in twelve zones, and plans are under way for a junior college in the thirteenth zone. Several state committees have been referred to the Mississippi plan for public junior colleges. A state supervisor co-ordinates the system, and the colleges are accredited by the Junior College Ac-

crediting Commission. State aid is now inadequate, but the local tax base is broad enough, as a result of the zoning of the colleges, to insure reasonably good financial support. State aid should be, and perhaps will be, increased.

Texas, under the farsighted leadership of Dr. C. C. Colvert, state supervisor, is progressing rapidly. Surveys are made to determine the location of a college, but final authority for its establishment rests with the voters in a particular community following the approval of the State Board of Education. Texas, too, is moving ahead in the instruction of junior-college teachers, both at the University of Texas and by in-service training.

In the state of Washington, school districts have been authorized to establish a two-year extended high-school program in vocational and general education for high-school graduates, veterans, and others. State aid has been raised so that approximately \$260 per student in average daily attendance will be paid during this school year.

The University of Wisconsin has organized thirty-four university extension centers in the state. Purdue maintains eleven technical insti-

tutes throughout Indiana. Pennsylvania has divided the commonwealth into nine area college centers. Undergraduate centers of the State College, now four in number, were established between 1934 and 1939. New York founded the New York State Agricultural and Technical Institute at Morrisville in 1910 and, since that time, has organized five others, all of which are members of the American Association of Junior Colleges. The state has a far-reaching plan to place post - high - school technical-vocational education not over fifty miles from any boy or girl in the state. Some of these additional schools began first-year work in the fall of 1946.

Differing plans and types could be studied in other states. Those briefly described, however, bring to our attention the variety characteristic of the movement. Its evolution will be watched with deep interest. Let us hope that the movement as a whole may be guided with intelligence so that the system may never become more important than the people. We are familiar with the game slogan, "Keep your eye on the ball." In junior-college education the slogan should be, "Keep your eye on the people."

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Junior College World

WINIFRED R. LONG
Assistant to the Executive Secretary

ENROLMENT GROWTH

ANSWERS of 444 of the country's junior colleges to the question, "How does enrolment this fall compare with enrolment at the same time last fall?" reveal that in the year the median percentage of change for coeducational institutions has been a 100 per cent increase in enrolment; for the men's institutions, a 100 per cent increase; and for the women's junior colleges—the only group which ran at full capacity throughout the war years—a 10 per cent increase. The size of the increase for the last-named group was, of course, limited by the extent to which they were able to expand their already full physical plant facilities in the face of shortages and priorities.

Three busy junior colleges saw their enrolments increase in the year's time by 1,000 per cent or more, while an additional 13 colleges had increases of from 500 to 800 per cent. Only 10 of the institutions, all of them junior colleges for women, reported a decrease in enrolment. The detailed figures are shown in the accompanying table.

INCREASE OR DECREASE IN ENROLMENTS OVER
THOSE OF A YEAR AGO REPORTED BY 444
JUNIOR COLLEGES

Percentage of Increase	Number of Colleges by Type			
	Total	Coeducational	Men's	Women's
1,000 or more ..	3	3	.....	.....
500-999	13	9	4	.....
400-499	14	14	.....	.....
300-399	37	34	3	.....
200-299	43	42	1	.....
150-199	25	24	1	.....
100-149	66	62	4	.....
90-99	12	10	1	1
80-89	6	6	.....	.....
70-79	17	16	.....	1
60-69	18	16	1	1
50-59	36	30	1	5
40-49	15	13	1	1
30-39	21	15	1	5
20-29	30	18	1	11
10-19	36	16	3	17
1-9	14	3	1	10
0 ...	28	8	3	17
- 1-9	4	.....	.....	4
- 10-19	1	.....	.....	1
- 20-29	3	.....	.....	3
- 30-39	1	.....	.....	1
- 40-49	.....	.....	.....	1
- 50-59	1	.....	.....	1
Increase No change	406	331	23	52
Decrease	28	8	3	17
	10	.....	.....	10
Reporting ...	444	339	26	79

SEVENTY-SEVEN MORE JUNIOR COLLEGES

LATEST reports coming to the Association offices show that 77 junior colleges in the United States, Alaska, and the Canal Zone which were not operating last year have been established on a permanent basis and are in operation this semester. Of these, 56 are publicly controlled institutions, and 21 are privately controlled. Fifty-two of the institutions are completely new as junior colleges; the other 25 were closed during the war but are now in full operation again. The total number of junior colleges in the country has now grown to more than 650.

The state that has added the largest number of junior colleges is Oklahoma, with 12; but, of these, 9 are reopenings of war-suspended institutions. The largest number of new junior colleges is found in California, with 10; New York, with 8; and Texas, with 6. The largest enrolment in any of the new institutions is found at John Muir Junior College, Pasadena, California, which opened this fall with 2,253 students, including approximately 1,000 veterans.

Interesting is the number of new public junior colleges in eastern seaboard states which have had none or few of this type in the past. Five eastern states which formerly had only three public junior colleges amongst them (Massachusetts, Connecticut, New Jersey,

Maryland, and Virginia) have established a total of ten public junior colleges this fall.

IT'S A MAN'S WORLD THIS YEAR

LAST year at this time the comment of one New England junior-college president, "The whole place—men's dormitories and all—is filled with women!" typified the situation throughout the country. Junior colleges then had a median preponderance of 70 per cent of women in their classes. This year, however, with the draft in abeyance and the veterans back in school, the opposite is true. In 322 coeducational junior colleges reporting to the Association on this factor in October, the median percentage of male students in their enrolments is 68. In 11 of these colleges, men made up between 90 and 96 per cent of the enrolment. The detailed figures follow:

Percentage of Men	Number of Institutions
90-99	11
80-89	46
70-79	99
60-69	87
50-59	46
40-49	18
30-39	10
20-29	1
10-19	3
1- 9	1

322

It is interesting to note that, for the first time in their history, about a score of the women's junior colleges have admitted men as day students, to take care of the needs of local residents.

PRE-SCHOOL FACULTY CONFERENCE

EACH fall, the faculty of Kemper Military School, Missouri, meets in a Pre-School Faculty Conference for several days immediately preceding the opening of school. New instructors are oriented in the program of the institution and given a chance to get acquainted with old instructors. All faculty members co-operate in planning the work of the coming year, with guest consultants present to assist on special problems. This year's conference, the eleventh, was held August 29-31, with John Rufi, North Central chairman for Missouri, B. Lamar Johnson, dean of instruction of Stephens College, and R. K. Watkins, C. A. Phillips, and Francis English, of the University of Missouri, present as guest consultants.

AUDIO-VISUAL INSTITUTE AT PUEBLO

THE first Rocky Mountain Audio-visual Institute was held under the auspices of Pueblo Junior College, Colorado, on June 5-7, 1946. Teachers and administrators came from schools in all parts of Colorado to learn at first hand new developments and methods in audio-visual instruction. National experts in the field had been secured as speakers and discussion leaders, and an extensive exhibit of audio-visual materials was on display. Because of the success this year, Pueblo Junior College plans to make the institute an annual event.

FIRE SCHOOL AT JUNIOR COLLEGE

THE North Dakota State School of Science held its third annual state-wide Fire Service School last May. Its purpose was to train the twenty-nine registrants—firemen and fire chiefs from all parts of the state—as instructors for regional fire schools to be conducted later at key cities in North Dakota. Co-sponsoring the school with the college was the North Dakota Firemen's Association.

STUDENTS FETE LATIN AMERICANS

STUDENTS in the Latin-American history class at Colorado Woman's College entertained representatives from fifteen Latin-American countries at dinner one evening last spring, and from then on found their textbook instruction more meaningful. The class guests from the south numbered twenty-three and included citizens of Mexico, Cuba, Puerto Rico, Venezuela, El Salvador, Panama, the Dominican Republic, Ecuador, Peru, Trinidad, Argentina, Chile, Uruguay, Bolivia, and Brazil.

ENLARGEMENTS UNDER WAY

EVER increasing numbers of junior colleges are busy on plans for extensive expansion of their physical facilities, and some already have the work under way. Some of the most recently reported are these:

Voters of the San Bernardino

Valley Junior College District, California, have approved, by a majority of ten to one, a bond issue of \$1,160,000 for the college. The money will be spent to build a new engineering and technology building and a new science building, to remodel the administrative building and the present science building, and to erect a new \$400,000 building to house student activities, and a new commerce and mathematics unit.

Portland Junior College, Maine, has purchased for its new campus a tract of six and one-half acres. The site is a historic one, first deeded in 1694, and once considered as the location for the State House.

Luther College, Nebraska, has awarded contracts for a new athletic field and for a new auditorium building. The new building will include also five science rooms and a gymnasium.

Corpus Christi Junior College, Texas, has under construction a \$250,000 technical building.

Tyler Junior College, Texas, has purchased a forty-acre site for its new campus and has \$500,000 in hand for construction of its new administrative-classroom building.

SAWYER'S 25TH ANNIVERSARY

COLBY Junior College, New Hampshire, is this year celebrating the twenty-fifth anniversary in office of its president, Dr. H. Leslie Sawyer. In recognition of the event,

the alumnae are organizing a fund campaign, all receipts to be turned over directly to Dr. Sawyer to be used for whatever he considers the greatest need of the college.

DEATH OF LINDA KINCANNON

JUNIOR-college educators will be sorry to learn of the death, from a stroke, on October 22, of Miss Linda Kincannon, dean of Finch Junior College in New York for the last eight years. Miss Kincannon was especially well known to junior-college administrators of the Middle States area, in whose regional association she was active, serving as its secretary-treasurer from November, 1943, to November, 1945.

F.M. STATION AT SANTA MONICA

WITH the issuance of a permit to operate its own frequency-modulation radio station, and a frequency assigned by the Federal Communications Commission, Santa Monica City College, California, will soon go on the air. Practical training in all phases of radio will thus be offered to the prospective technician, actor, announcer, writer, and musician. By the first of the year the program is expected to be in full swing, with the college broadcasting educational programs to schools and homes equipped with F.M. receivers. The Radio Production Class is now hard at work preparing material.

Recent Writings

Judging the New Books

DAN STILES, *High Schools for Tomorrow*. New York: Harper & Bros., 1946. Pp. x + 212. \$2.50.

THERE is a place in educational literature for popularly written treatises, intended to command the attention of laymen and beginning students of education, on ways and means of improving schools. *High Schools for Tomorrow* doubtless belongs in this classification.

The Preface contains the statement:

In short, we have the parts or elements of a fine new educational program but no blueprint for fitting them together. I have ventured to suggest the broad outlines for such a program in the hope that others may be moved either in protest or in sympathy to devote additional thought to it [p. x].

To accomplish these ends, the author attacks as ineffective many phases of the program of the present-day high school and then suggests, in very general terms, means for improving tomorrow's high school. He proposes five objectives and considers, in the realization of these, making the high school "a miniature community"; using the high school for more hours in the day and more days in the year; placing more faith in, and responsi-

bility on, students through the school's government; vitalizing the instructional program; raising the status of teaching as a profession; improving the effectiveness of school boards; extending adult education; and motivating and grading pupil activity.

Throughout the book the author presumably regards the high school of tomorrow as consisting of Grades IX-XII. Little is said regarding this limitation, prior to page 204, though it is very apparent. On this page is found the statement: "With only four grades and far more material to cover, it is obviously more difficult to break down grade lines." Where are Grades VII, VIII, XIII, and XIV? Any comprehensive treatment of the high school of tomorrow, or even of today in some places, must include Grades VII through XIV. The universalization of Grades XIII and XIV, meaning they must be public and tax-supported, seems more likely today, than did the universalization of Grades VII through XII fifty years ago. Here will be found the next expansion of major significance in secondary education. Every major change in the grades which immediately precede Grades XIII and

XIV must be made in the light of the program in the latter grades. As a consequence, the proposals in this book begin too late and stop too soon. The program proposed suffers throughout from the lack of unity and thoroughness which should obtain and which could obtain if tomorrow's high school consisted of Grades VII-XIV, rather than Grades IX-XII.

This book thoroughly castigates today's high school but rarely with proof which would convince the unbiased reader. In fact, the essence of the castigation may be lost for this very reason. Now, everyone will agree that secondary education, like education at other levels and like social institutions generally, needs to be improved. Moreover, we concur with the author of this book when he states, in effect, that pupils need to learn self-government, that education for citizenship is of paramount importance, that competence in oral expression is essential, and that much happiness ordinarily follows an acquisition of the ability to appreciate the fine arts. But there is a long distance between the acceptance of such expressions and the implementation of these into pupil learning activities.

When we try to improve secondary schools, the first question is: Precisely what re-directions are desired? The second is: What procedures should be used to imple-

ment these re-directions and to arouse interest in them so that changes in the schools will occur? The treatment in this book of each of these questions adheres too closely to the author's prefatory statement that "broad outlines" are suggested. The outlines are so broad that the persons who really need help the most—the busy teachers—will not obtain much. If the school is to put into operation most of the theses proposed in this book, the teachers must obtain specific instructional materials or be provided with time to develop such materials under expert leadership. However, this criticism in no way affects the usefulness of the book for school-board members, laymen, and beginning students of education, nor does it lessen the challenges which it presents to them.

CHARLES W. SANFORD
UNIVERSITY OF ILLINOIS

CHRISTOPHER EDGAR PERSONS, *Public Relations for Colleges and Universities*. A Manual of Practical Procedure. Stanford University, California: Stanford University Press, 1946. Pp. viii + 62. \$2.00.

SINCE the literature on public relations as applied to the programs in the colleges is limited, this book is welcome. Every college administrator knows that he needs a public-relations program, wishes he could

get along without it, and many do not know what to do about it. As the author of *Public Relations for Colleges and Universities* suggests, his book is "A Manual of Practical Procedure," filled with practical suggestions for the enlistment of the many interested people and agencies into a unified purposeful program.

The first chapter is given over to a discussion of the importance of a public-relations program in all institutions of higher learning. While such a discussion ought to be unnecessary, the opinion of the reviewer is that it is necessary to call attention to the fact that every institution has public relations and, if they are not good, they will be bad. The remaining chapters present very practical suggestions dealing with the delineation of objectives for the program, the methods of getting it under way effectively, and the organization and integration of various groups associated with the college into a unified program which would show promise of attaining the objectives. Very properly it is pointed out that

the public-relations program should be continuous and should be set up with a view to many years of operation. Thus, as early objectives are reached, new and valuable ones may be incorporated in the program.

With respect to the value of the book to junior colleges, the suggestions set forth will probably be more profitable to the private institutions than to the municipal and more purely local schools. Incidentally, it ought to be said that, with the increase in the number of municipal and local junior colleges, the importance of the public-relations program of the private institutions becomes greater. It is the judgment of the reviewer that many of the suggestions made can be used with profit by municipal institutions. The book is thought-provoking, and many things said by implication will suggest to the administrator ways in which the manual can be applied to a variety of situations.

H. L. SMITH, *President*

WILLIAM WOODS COLLEGE
FULTON, MISSOURI

Selected References

S. V. MARTORANA

BURNS, NORMAN. "The State-controlled Junior Colleges in Georgia," *School Review*, LIII (December, 1945), 595-600.

Argues that junior-college education is an extension of secondary education and that, logically, the public junior college belongs in the local school system rather than in the

state system of higher educational institutions. "The fact that the local public junior college has enjoyed a much greater development than the state-controlled junior college indicates wide acceptance of this view" (p. 595). Georgia is one of the few states which maintains a system of state-controlled junior colleges.

In 1932-33 a survey was made of the University System of Georgia. With regard to the junior-college program the survey committee recommended: "(1) that the four-year colleges revise their curriculums to provide for a horizontal separation of junior-college work from senior-college work and that the first two years of the four-year curriculums be devoted to a program of general education which would be substantially the same in all the institutions in the system except the School of Technology; (2) that this program of general education also be adopted by the separate junior colleges in the system; (3) that the junior colleges also develop, in the light of local needs, specialized vocational curriculums which would be terminal in character; (4) that the policy of state operation of junior colleges be abandoned and that the state adopt instead a policy designed to encourage the local school systems to assume control of education on the junior-college level" (p. 596).

These recommendations were partially translated into practice to result in definite improvement in the organization of the curriculum for general terminal values. Survey courses were developed which provide more adequately for the needs of terminal students. Practically no progress was made, however, toward the development of terminal vocational education. "Not only has the policy of state control tended to interfere with the development of terminal curriculums, it has also impeded the democratization of education at the junior-college level. Implicit in the idea of the state-controlled junior college is the concept of regionalism" (p. 598). On the basis of data presented regarding junior-college services for youth of Georgia, the author concludes: "The implication is clear that these institutions serve the youth in the vicinity much more adequately than they serve the youth residing at greater distances,

but still within the area which an institution, were it truly regional, could fairly be expected to serve. . . .

"It is fair to assume that a policy of encouraging the establishment of local public junior colleges in Georgia would be much more likely to result in the provision of opportunities for junior-college education in the larger population centers than does the policy of maintaining state junior colleges" (pp. 598-99).

HUNT, HEROLD C. "Emerging Need for Grades 13 and 14," *Nation's Schools*, XXXVII (March, 1946), 50-51.

The superintendent of schools of Kansas City, Missouri, points out that reconversion of our socioeconomic living conditions is reinstating job-lack conditions for youth such as existed in the 1930's. "The solution to this threatening problem is obviously to be found in a reorganization of secondary education with provision being made for upward extension through the thirteenth and fourteenth grades. These two additional years, furthermore, must be designed especially to afford vocational and technical education in combination, preferably, with work experience which will yield a large measure of occupational competence" (p. 50). The author, however, does not neglect general education or "common learning," for he holds that the primary purpose of the junior college is to round out a comprehensive program of general education for all. The desire to satisfy these needs has brought a nation-wide increase of interest in plans for the formulation of "community institutes" which will afford youths and adults alike the vocational and the technical training necessary for occupational competence, as well as preparatory experiences for those planning university education.

All offerings, general, vocational, and technical, would be placed at the secondary level: "Such a concept permits inclusion of these years within the present high-school organization and suggests a possible reorganization of grade plans from the present 8-4 or 6-3-3 programs to an 8-4-2 or 6-4-4 scheme" (p.

50). It is proposed that the broad offerings of these institutions will bridge the gap between high-school graduation and initial employment and will also insure more satisfying accomplishment in the graduate's first job. Further, the "community institute" is likely to become the cultural center for an entire area. The feasibility and advantages of co-operative (school-industry) education, as it is being carried out by some institutions of this type, are also presented.

Since the two additional years are largely of secondary caliber and the university-preparatory training is at a pre-professional level, which does not require extensive laboratories, the author holds that the physical plant for the "community institute" is not likely, for the time being, to differ greatly from the modern, well-equipped high school. With the wider development of the co-operative program, the need for occupational and technical training shops and laboratories will decrease, as "the community itself and its businesses and occupations will largely provide the more specialized laboratories needed for work in individual fields" (p. 51). Hunt summarizes in the statement: "Extension of secondary education through the thirteenth and fourteenth grades will likely gain momentum throughout the nation as reconversion and demobilization proceed. . . . The schools must be prepared to retain their pupils until they have attained their maturity and, in keeping them, must institute programs to effect their competence" (p. 51).

LYON, LUTHER H. "A Plan for Evaluation of Teacher Load," *California Journal of Secondary Education*, XX (October, 1945), 346-49.

Presents a plan which is being studied at San Francisco Junior College. The following factors are considered in approaching the problem of teacher load. (1) A formal lecture involves more physical strain and more careful preparation than does an informal classroom lecture or discussion. (2) Distinction must be made between laboratory periods in which the instructor is in constant attendance and those in which the instructor is relatively free. (3) Classes that involve daily or weekly

marking of papers as a fundamental part of the instructional method place a heavier sustained burden on the teacher than do classes in which this work is limited. (4) "Paper work," the time spent in pupil conferences, and the fatigue factor increase with class enrolment. (5) The teaching of off-campus classes and evening classes requires additional time in traveling. (6) A new course (one that the instructor has not offered for three years) places an increased burden on the teacher. (7) An advisory committee must be allowed time commensurate with the number of advisees served. (8) Special services must be evaluated. (9) A committee, selected from diverse subject fields, should act as a board of review to determine the credit to be allowed for marking papers and for special services. No satisfactory method has been developed for weighting differences in what may be called a fixed-content subject (such as typewriting, shorthand, mathematics) and a changing-content subject (as in current history and contemporary literature).

Included in the report is an illustration of the evaluation chart which is used to compute the adjusted teacher load. The author maintains that the method is far more equitable than is the use of either class-hours or student-credit units.

MACLEAN, MALCOLM S. "What Constitutes an Adequate Junior College Program?" *Journal of the American Association of Collegiate Registrars*, XXI (April, 1946), 348-58.

Author uses time spent working in civilian rehabilitation of war-swept countries as a means of getting a new perspective from which to view the American junior-college world. He suggests seven major imperatives that comprise an adequate junior-college program: (1) flexibility of the type which helped the junior colleges survive the straits of wartime conditions and which will help to overcome the current problems of on-rushing enrolments and the scramble for buildings, shops, equipment, teachers, and student housing; (2) a sound and continuously improving guidance and personnel program; (3) an administration and staff of teachers who, no matter what their specific

duties, are "constantly alert to and studying the changing patterns of needs and demands of the local community that surrounds and supports the college, the effect of changes in the wider communities of state, nation, and world upon the local community" (p. 352); (4) a continuous planned operation to gather facts and mitigate the conflict for jobs between youth and oldsters; (5) a program which enriches the lives of the students by allowing for participation in music, art, reading, nature studies, and other similar activities which are carried on for sheer enjoyment; (6) a program which prepares the students for intelligent participation in the responsibilities of home and family life; (7) a planned operation which brings the students to a deep conviction that "citizenship in this democracy carries not only many rights and privileges, but many duties and responsibilities; that to perform these they must have knowledge, understanding, and training; that their jobs, their personal and home and family lives depend on the welfare of their community, state, nation, and world" (p. 358).

MALAN, RUSSELL. "The Junior College in Higher Education," *Illinois Education*, XXXIV (November, 1945), 71-72.

Declares that, since the day of Horace Mann, education the world over has been inclined to be more concerned with advancing technical skills and scientific research than with the solving of the problems in our social order which have grown out of such developments. General education is said to be "the sole means by which communities and nations can protect themselves from the ill effects of overrapid change" (p. 71). Admonishes that, to insure world stability, we must get our educational systems in order. "On the one hand education will need to be begun in what is now the preschool period of the child's life and on the other it will need to be extended beyond the present secondary-school level" (p. 71). As an educational unit the junior college has three major objectives: college preparation, terminal general education, terminal vocational education.

EUROPE IN MODERN TIMES (915 p.—\$5.00), BY WARREN O. AULT, PROFESSOR OF HISTORY AT BOSTON UNIVERSITY, gives a clear perspective of European history from the close of the Middle Ages to the present. Major trends are stressed, with especial emphasis on developments since the revolutionary movements of the eighteenth century. The revised edition of the popular EUROPE IN THE MIDDLE AGES (741 p.—\$5.00), by the same author, may be used either as a companion text with the above or as the main text for a course in medieval history.

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"When the Commission To Survey Higher Education Facilities in Illinois was created by the General Assembly in 1943, the state made the most progressive step in its history in respect to junior-college legislation" (p. 72). The Commission considered problems of state support for junior colleges, distribution of junior colleges throughout the state, articulation with higher institutions and secondary schools, balance between state supervision and local control, and the accrediting agency for the junior college. In its report the Commission advocated the setting-up of a state-wide system of local public junior colleges, which would be supported by a generous program of state aid and would foster development of terminal programs.

MARGOLIS, BENJAMIN D. "Parent Advisement and the College Counselor," *Journal of Educational Sociology*, XIX (February, 1946), 376-81.

This account of the experiences of one college counselor with the parents of men students in his institution should be of interest to all persons who counsel students. Margolis, a counselor in the Department of Personnel Service in Brooklyn College, discusses the psychological relationships of the student, parent, and counselor in the more common problem situations. The most typical personality pattern of the parents involved is described thus: "They are ambitious, driving, and overprotective. All display, while trying to conceal, varying degrees of hostility toward the student, and at the same time they readily declare that they themselves may be to blame for the difficulty that has arisen" (p. 377). The author holds that the primary obligation of the counselor is to the student, but that, "since his interest centers on the student, the counselor must direct also the mother's interest toward the student" (p. 379). These steps are given as the most desirable procedure to follow: (1) helping the parent to understand the psychological situation on a purely informational level, (2) helping the parent to accept the idea of personal autonomy of the student, (3) making clear the parental role involved,

to be carried out by the parent himself. Persons who counsel are cautioned against naïveté and delusions about the ability to change the personality of the parent.

WHITE, ROBERT, JR. "Feasibility of 6-4-4 Reorganization in School Systems with Junior Colleges," *School Review*, LIV (March, April, and June, 1946), 140-47, 222-30, 351-59.

Reports a study made in 1944 of the feasibility of 6-4-4 reorganization in a group of ten Iowa public-school systems maintaining junior colleges. The study aimed to determine the extent of high-school and junior-college integration, the prospect of further integration, and the feasibility of reorganization. Six areas of organization were studied: administration, housing, faculty, guidance, curriculum, and extra-curriculum. The ten junior colleges were classified into three groups according to the degree of high-school and junior-college integration that was found. The three classes were designated "high integration," "moderate-association," and "independent" units.

1. Relation of the Faculty to Reorganization

The study sought to answer the questions: (1) What is the present situation so far as high-school and junior-college association is concerned? (2) What effect does the degree of association have upon the excellence of the faculty situation? (3) What changes in faculty organization are implied under a 6-4-4 reorganization? (4) What is the availability of the present faculty to staff the expanded four-year junior college under a 6-4-4 reorganization?

The article also discusses the findings relative to salaries, levels of assignment of teachers in the various type situations, the teaching time assigned to the junior college, the factor of size of student enrolment in its effect on integration, and faculty associations.

This section is concluded with the statement: "The evidence has demonstrated definite advantages for the associated or integrated faculty, with the assignments to classes made on a vertical basis. These advantages include greater academic training in the work

taught at both the high-school and the junior-college levels" (p. 147).

2. *Housing as a Factor in Reorganization*

The second article of the series deals with the findings of the study with respect to housing arrangements. Special emphasis is given to the availability of specialized facilities, such as general offices, conference rooms, specialized classrooms, laboratories, shops, physical-education and athletic accommodations, and other accessory provisions. These are analyzed with regard to the availability to both junior-college and high-school units and results accrued from the sharing of facilities under an integrated program. Adequacy of present housing in relation to projected 6-4-4 reorganization is also investigated. Factors considered are the possible enrolment changes caused by integration and the popularization of education at the junior-college level.

The major conclusions are: "The high-association, the moderate-association, and the independent junior colleges ranked in that order in the number of specialized facilities available, with the high-association group having more than twice the number possessed by the independent group. . . . From the standpoint of the feasibility of integration, therefore, such integration would greatly increase the adequacy of the specialized facilities in the independent junior colleges and somewhat increase their adequacy in the moderate-association group" (p. 225).

3. *The Guidance Program as a Factor in Reorganization*

The third article presents a summary and the implications of the evidence found in the area of guidance programs. Data were analyzed on titles of guidance personnel, grade level of guidance work, location of offices, amount of free time given to the guidance workers, transfer and use of high-school records by junior-college personnel, level of junior-college programs planned by students, and the extent and character of junior-college promotion among high-school students.

These guidance programs were evaluated on the basis of retention of students between Grades XIII and XIV, the degree of success with which students could change the nature of the programs that they carried in high

school, the success of the students in the junior-college program compared with their success in high school, and the ratio of number of students to advisers.

The evaluation is summarized as follows: "The high-association junior colleges have the highest degree of retention, have the most successful student programs in junior college as compared with the high-school programs for the same students, and are the most economical and efficient in student-adviser ratios. There is little significant difference between the other two groups on these measures" (p. 358).

As for feasibility of reorganization, the author states: "In conclusion, we find once again that, with respect to guidance, the degree of feasibility for reorganization presents a pattern, in which the high-association schools are almost immediately ready for reorganization, the moderate-association colleges are the second in readiness, and the independent junior colleges are the least ready. This same pattern was found in most of the other areas of organization studied" (p. 359).

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